

**Lockport City School District**  
**Grade 1 Timed Writing Task Rubric for Units 1 and 4**

**Directions:**

**Unit 1:** Writers will create a list of details about their pet and wild animal. They will write one paragraph that defines and gives examples of both pets and wild animals. They will write a second paragraph that answers the question: Is it a good idea to keep a wild animal as a pet?

**Unit 4:** Writers will list the things that they treasure, where their treasures come from, and explain why they are treasures. Then, they will list the things that another person might treasure, where those treasures might come from, and why those people treasure what they do. Lastly, they will write one paragraph about each list, using details to support their main ideas.

**Successful writers will:**

Ask and answer questions about key details in a text. (RI.1.1)

Identify the main topic and retell key details of a text. (RI.1.2)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

Write informative/explanatory texts in which they introduce a topic, supply some facts about the topic, and provide a sense of closure. (W.1.2)

With guidance and support from peers and adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.1.6)

Participate in shared research and writing projects. (W.1.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.1.11)

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.1.1b)

b. use common, proper, and possessive nouns

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2 a-d)

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

IDEAS	WRITER'S VOICE	ORGANIZATION
<b>EXPERIENCED</b> _____  I use words to write about one very clear topic.  I include some facts about my topic.	<b>EXPERIENCED</b> _____  I sound like I know a lot about my topic.  I sound like expert on it.	<b>EXPERIENCED</b> _____  All of my words and pictures connect to one main topic.  I use my words to create an interesting title and a very clear beginning, middle, and end.
<b>DEVELOPING</b> _____  I use pictures and words to write about one topic.  I include some facts about my topic.	<b>DEVELOPING</b> _____  I know some important things about my topic.  I sound like an expert in some places.	<b>DEVELOPING</b> _____  The words and pictures that I use usually connect to a main message.  I have a title for my piece and tell my readers when my piece is ending. I may use the words The End!
<b>BEGINNING</b> _____  I use pictures to share my message.  I am still learning how to write about one very clear topic.	<b>BEGINNING</b> _____  I use bold lines and bright colors in my pictures.  I know some things about my topic.  I am still learning from the experts.	<b>BEGINNING</b> _____  I fill up all of the space in my piece with pictures and some text.  I can point to my pictures and tell my readers how they connect to my main message.  I can hear the beginning, middle, and end of the texts I read. I'm still learning how to do this as a writer though!

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<b>EXPERIENCED</b> _____  The words I use help my reader “see” what I am describing.  I try out new words that I don’t know how to spell well just yet.	<b>EXPERIENCED</b> _____  I can write two paragraphs or more.  I always use complete sentences.  My writing is interesting to listen to because I vary the length of my sentences. I may use fragments for effect (Wow! Crunch!)	<b>EXPERIENCED</b> _____ I capitalize people’s names and dates.  I use proper end of sentence punctuation  I use common, proper, and possessive nouns effectively.  I use conventional spelling for words with common patterns and frequently occurring irregular words.  I spell untaught words phonetically.. I write from left to right and respect margins.
<b>DEVELOPING</b> _____  Some of the words I use are beginning to help my reader “see” what I am describing.  I use words and numbers that I am most sure of.	<b>DEVELOPING</b> _____  I write letter strings that form readable sentences. (I like sk/I like school I ha dog/I have a dog)  I write more than one sentence/letter string.  My sentences/strings always reveal complete thoughts.	<b>DEVELOPING</b> _____ I usually capitalize names and dates.  I use proper end of sentence punctuation most of the time.  I often use common, proper, and possessive nouns effectively.  I spell many words phonetically.  I write from left to write.
<b>BEGINNING</b> _____  I am starting to create letter shapes, and I can tell you how I would like my reader to “see” what I am describing.  I can tell you how my scribbles represent words.	<b>BEGINNING</b> _____  I love poetry and music. I can tell you how the sound of it makes me happy as a reader.  I am able to dictate complete sentences to someone who is writing for me.	<b>BEGINNING</b> _____ I can point out how other writers use proper conventions, but I haven’t started doing this just yet.  I like to play with letter and number shapes.  I can tell you about the conventions in my art work. For instance, I know how to draw a line to represent the ground, and the sun goes in the sky.